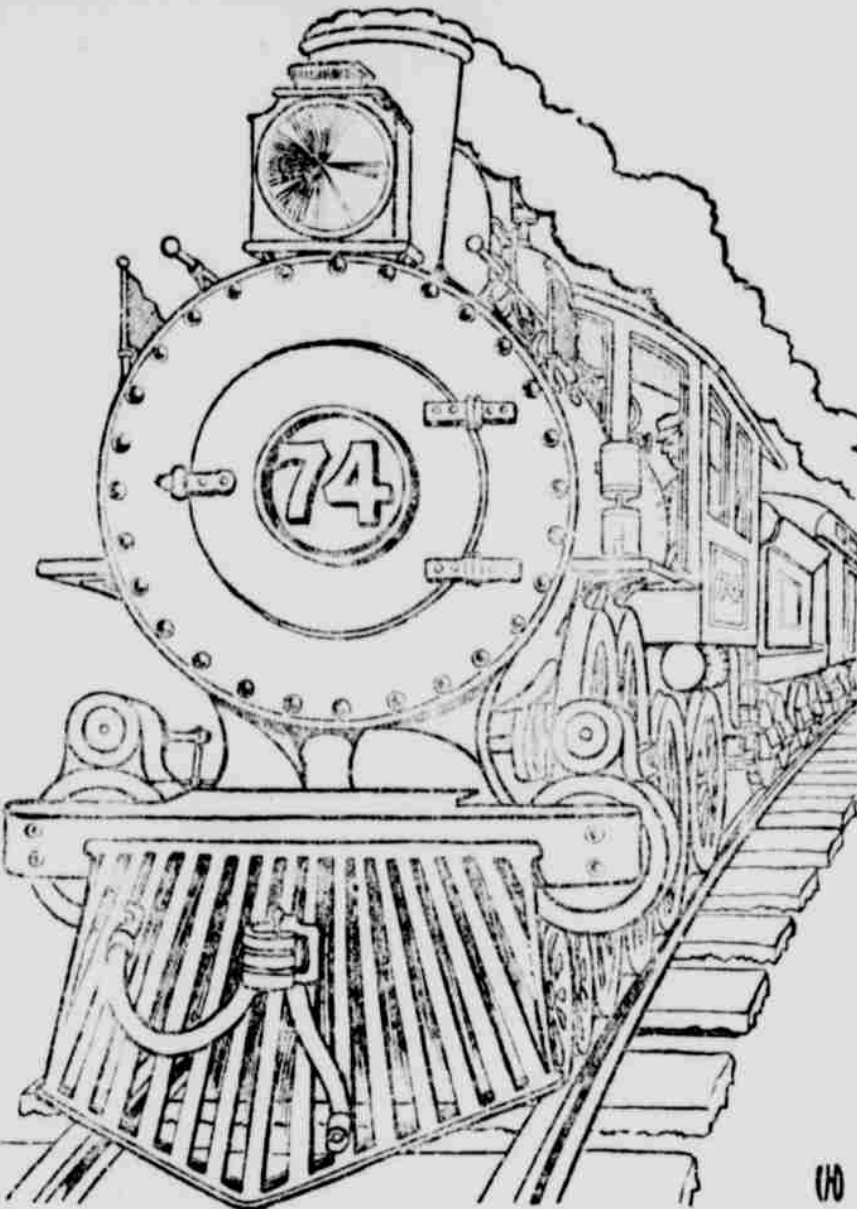


Address Dr. Earl S. Sloan
615 Albany St. Boston, Mass.



BY FRANK H. SPEARMAN
ILLUSTRATED BY PARKER

To Be Told in This Paper in the Railroad Man's Picturesque Language — Look for further improvements

J. C. RUTTER,
Hampton, Ky.

to one person at every post-office. The first one who writes will get it. It is called "Fruits and Flowers." The fruit rests are so natural that you almost think you can eat them, and the flowers so perfect that you half expect to smell their sweet perfume. The pictures are 20 different flowers and 12 leaves each, just right for a postcard.

BE THE FIRST to write from your post-office and get the picture. You will get 10 cents with each picture without fail. The one cent you spend for your postcard will write to me on it and ask you to get one. I will ask you not to expect me to send you out of money. I am going to give you the picture and it will cost you of your neighbors to send you 10 cents for something that is worth 20 cents to a publisher, and I have adapted this plan of advertising my business. It is an absolutely new and original way of advertising, and if you are the first to write from your post-office, you will be the one to profit by it. Remember, you will not expect me to send you one cent of money. I am going to ask you to do a bit of work for me, and the picture will positively be sent to you by return mail. I will give you the picture and plan in full to write and ask you to do it. **IT IS ONLY ONE** of your neighbors, and yet that neighbor is sending you **20 CENTS**. I will give you much for the date that the first one you see will jump at the chance. I will trust you absolutely to do this little favor for me, and I know you will be delighted to do it when you see the picture. Don't let anybody else ahead of you. Let me write you again, so that you will know in which you saw my advertisement, and ask for the picture. "Fruits and Flowers."

Send me another present worth 20c, which will prove very useful to you. **H. K. HANFORD Publisher, Nashville, Tenn.**

Delivered by Prof. V. G. Kee on Dec. 1st, before the
First District Educational Association at Princeton, Ky

Again, not only are we imitative creatures but, by the law of association our minds tend to repeat an act or thought once done or conceived. This trait of mind is at once the most potent for good and for ill. Under it all our habits are formed, both good and bad. When we consider that childhood is the formative period of life and that to whatever influences the child mind is subjected, it will be shaped accordingly, how much should we as teachers realize our responsibilities in the matter? When we remember that a large percent of our pupils, do not have proper surroundings at home, that many of them caused from non-church-going families, how we should be impressed to do our duty toward them in the matter of moral and religious instruction? Have we not all been impressed both by our professional press and by the secular press, during the last few months, that the times are demanding more than even that the teacher shall be both a potent, moral and religious factor in his community? The state of New York has enacted laws requiring regular courses in ethics to be taught in all schools receiving state aid. The question of moral training in public schools is the burning question of today among educators. Just in the same degree as the public school of the future, so in the same degree is it going to be expected that moral ethics be taught. The tendency toward church union that has manifested itself of late in our county has already been helpful to teachers in this work. There is now scarcely any objection anywhere to the Bible in school, even with judicious comment. There are some public schools in Kentucky today where before entering upon the duties of each days work all the pupils and teachers are assembled into a large auditorium built for that purpose when the Bible, the greatest book yet known on morals is read and explained. When songs are sung and prayer is made. It is a fact that in all such schools the problem of discipline is greatly simplified. In such schools the pupils are early impressed with their individual responsibility for their individual conduct. In such schools those who do not get moral and religious instruction anywhere else have the opportunity of learning lessons of true wisdom and become early possessed with a noble ambition to do something in the world that it may become better by their having lived in it.

No character is perfect that does not contain as constituent elements, justice, mercy, benevolence, humanity, self-control and patience. Nor is conduct praiseworthy until it has been prompted by these motives. I care little for conduct that is not inspired by right motives. It is true that the child's will should be subservient to the teacher's or parents' will until he gets old enough for his own will to control his conduct. Then let him be thrown on his own responsibility. Then let the teacher insist on his doing right for rights sake.

We hear too much of natural depravity and of that which is inherent in us causing us rather to do wrong than right. I believe there is as much real pleasure in a healthy moral exercise as in health that physical and mental exercises. All of us have known children who seemed to take the greatest possible pleasure in doing right. All our unhappiness in this world comes as a rule from the violation of some moral or physical law. Teach the child as early as possible that true pleasure is to be found alone in right conduct. The greatest philosophers of all time has taught this and indeed among the Greeks and Romans it was their only solace. But since we know the Greek and Roman morals failed to give the

IS UNEQUALED FOR
Coughs, Colds and Croup.